

Student's Name/Initials

/

Date

Teacher's Initials

Date

SPORTS NUTRITION

DIRECTIONS: Evaluate the student using the applicable rating scales below and check the appropriate box to indicate the degree of competency. The ratings 3, 2, 1, and N are not intended to represent the traditional school grading system of A, B, C, and D. The description associated with each of the ratings focuses on the level of student performance or cognition for each of the competencies listed below.

PERFORMANCE RATING

- 3 - Skilled--can perform task independently with no supervision
 2 - Moderately skilled--can perform task completely with limited supervision
 1 - Limitedly skilled--requires instruction and close supervision
 N - No exposure--has no experience or knowledge of this task

COGNITIVE RATING

- 3 - Knowledgeable--can apply the concept to solve problems
 2 - Moderately knowledgeable--understands the concept
 1 - Limited knowledge--requires additional instruction
 N - No exposure--has not received instruction in this area

UNIT A: SPORTS NUTRITION AND WELLNESS PRACTICES ACROSS THE LIFE SPAN

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|---|---|---|---|--|
| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Explain physical, emotional, social, psychological, spiritual, and cultural components of individual and family wellness and their impact on food choices. |
| — | — | — | — | 2. Explore wellness goals for teens, including contemporary issues such as nutrition, exercise, stress management, and use of tobacco, alcohol, and other drugs. |
| — | — | — | — | 3. Research factors that influence health and wellness—some controllable and some not—such as exercise, sports, nutrition, stress, genetics, work environments, and life events. |
| — | — | — | — | 4. Assess the impact of daily choices and behaviors on health and wellness. |
| — | — | — | — | 5. Demonstrate physical activities and explain how they can improve health and wellness. |

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Assess the effects of overall individual dietary choices on present and future health, appearance, and peak performance. |
| — | — | — | — | 2. Research and describe how consumption of basic key nutrients during adolescence impacts quality of life, length of life, and sports. |
| — | — | — | — | 3. Evaluate relationships among food choices, sports, and appropriate energy level to participate in various sports. |
| — | — | — | — | 4. Research and create a plan to meet personal and family nutrition and wellness needs throughout the life cycle |
| — | — | — | — | 5. Assess impacts of body image, diet fads, and eating disorders on sports nutrition and wellness. |
| — | — | — | — | 6. Locate and evaluate products and information related to sports nutrition, food fads and fallacies, and overall health and wellness. |
| — | — | — | — | 7. Calculate caloric values of basic nutrients (fats, proteins, and carbohydrates). |

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| — | — | — | — | 2. Identify food borne illnesses as a health issue for individuals and families. |
| — | — | — | — | 3. Demonstrate safety and sanitation procedures when handling, preparing, storing, and serving food. |

UNIT D: NUTRITION AND WELLNESS NEEDS OF INDIVIDUALS AND ATHLETES

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|---|---|---|---|---|
| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Apply USDA Dietary Guidelines, including the Food Guide Pyramid, in planning and preparing foods to meet nutrition and wellness needs. |
| — | — | — | — | 2. Investigate food modifications made for athletes with nutritional challenges such as vegetarianism, diabetes, lactose intolerance, food allergies, and persons with special feeding needs. |
| — | — | — | — | 3. Select and prepare healthy foods. |
| — | — | — | — | 4. Read food labels for nutritional content and make healthy choices |

when purchasing food.

UNIT E: ADVERTISING AND SPORTS NUTRITION AND WELLNESS ISSUES

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Assess the impact of nutritional supplement advertising on sports nutrition and wellness. |
| — | — | — | — | 2. Assess the impact of physical fitness advertising on sports |

UNIT B: NUTRITIONAL NEEDS OF INDIVIDUALS AND FAMILIES

UNIT C: FOOD SAFETY FROM PRODUCTION TO CONSUMPTION

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| 3 | 2 | 1 | N | |
| — | — | — | — | 1. Identify conditions and practices that promote safe food handling. |

nutrition and wellness

UNIT F: CAREER PATHS

3 2 1 N

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|---|---|---|---|----|--|
| — | — | — | — | 1. | Identify opportunities for employment and entrepreneurial endeavors related to sports nutrition and wellness. |
| — | — | — | — | 2. | Describe education and training requirements and opportunities for a variety of career paths related to sports nutrition and wellness. |